

Issues Facing The Instructor

Objective: To present several alternatives for handling identified problems in the EMS classroom.

Issues: Problems you may need to address in your classroom.

These are **REAL** cases that have been addressed to the Office of EMS staff in the past.

There is no one correct answer.

Three groups will discuss the issues and propose a solution to the class for discussion.

Appoint a speaker for your group to present your ideas to the class.

GROUP 1

HOMEWORK

Should homework be assigned in the EMT or First Responder classroom in the form of completing a workbook or preparing reports? If so, should it be taken up? Should it be graded? Should the instructor take time to go over the work in class? Should the students get any class credit for completing the work?

THE SLOW LEARNER

How do we handle slow learners in the classroom? Several Students in the class have difficulty reading the textbook being used in the class. One student is partially blind. Most students have been out of the educational situation for years.

ADHERING TO STANDARDS

Throughout recertification classes, several students consistently object to doing the skill the way the instructor is teaching it. They state, "The way my last instructor did it was better."

ESTABLISHING MINIMUM SCORES

Should minimum scores be established in the class? If so, what should the score be for EMT and First Responder classes?

LATE ARRIVALS

How should late arrivals be dealt with in class? One student who is continually arriving late is the best student in class with the highest averages.

GROUP 2

MIXING RECERTIFICATION STUDENTS I BASIC CLASSES

What problems might arise from putting students needing to recertify in class with new students with no EMS background? How can those problems, if any, be controlled.

OVERSIZED CLASSES

The class has been announced in the local newspaper, in area squads and on the radio. The instructor shows up the first night of class to find 80 eager students ready to get started with EMT books in hand. The classroom seats 20 persons.

MOTIVATION??

The learners in your class are made up of volunteers and paid providers. Several of the paid providers are being forced to attend the class by their respective supervisors with no salary incentives. One of the volunteers is a very elderly gentleman who has held EMT-A for the past 20 years and feels that this is all he needs to provide good patient care on the ambulance. How does the instructor handle the two groups?

DIFFERENT AGE GROUPS

The makeup of the class by age includes several recent high school graduates and a number of elderly providers over 60 years of age. Are there differences in learning abilities? Will there be differences in psychomotor skills? How would an instructor deal with these two groups in one class?

RECRUITMENT

Your local agency is having difficulty in recruiting new members. Are there things an EMT Instructor can do to assist?

GROUP 3

RIGHT OR WRONG?

As an EMT Instructor, you are sitting in on another EMT Instructor's class for continuing education credit. On several occasions the instructor has presented material contrary to what you understand as the current standard. How should you respond, if at all?

WAR STORIES

How appropriate are war stories in the classroom? How does the instructor control the use of war stories in refresher training programs?

DEALING WITH INAPPROPRIATE BEHAVIOR

Two students have been showing up for class for the last few weeks smelling of alcohol. During tonight's class, one of the students is staggering and on several occasions disrupted the class. How would the instructor deal with this problem? What are the instructor's liabilities in a case like this?

CANCELLATIONS

Frequently, instructors are required to cancel classes on short notice. What would you suggest in the following situations?

1. The day of the class there is a snow storm.
2. The instructor becomes ill an hour before class.

INHIBITIONS

The instructor is teaching a class on patient assessment. Now finished with the didactic portion of the class, the students are divided into groups and directed to perform initial and detailed assessments on each other. A number of the students are reluctant to touch other students when doing the detailed assessment. What can the instructor do to assist?